

Stage 3 - Plan Learning Experiences and Instruction

Note: How are you using technology as a teacher? How are your students using technology?

(W) .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(H) .2 Engage (**Hook**)

(E) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(R) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(E) .5 Formative Assessment - List the one's used in this lesson. (**Evaluate**)

(T) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(O) .7 Students will be able to ...(**Organize**), Product: Type II Technology, Number of Days:

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Lesson 1

Consider the W.H.E.R.E.T.O. elements. (L)

(W)1.1 Student will understand that time can be represented in different ways to help us function in our lives with more efficiency, security and happiness. (**Where**) Understanding time will help us to feel happy rather than confused. (**Why**) Student will use the chronology of history and major eras to demonstrate the relationships of events and people. (**What**)

(H) 1.2 Student will assist in placing velcro on laminated clocks and practice applying accurately to schedule (using sticky stuff and hearing the sound of velcro are the hooks) (**Hook**)

(E)1.3 Student will know how to use a schedule and clock. (**Equip**) Her graphic organizer is her daily schedule where she will learn to apply clocks to certain sections (**Explore**) Turns will be taken with the teacher picking a subject on master schedule, then placing clock in accurate spot on daily schedule. Subjects will be written down on little pieces of paper, put in a cup and then we will take turns to "pick

one." **(Experience)**

(R) 1.4 Double check master schedule for accurate placement of clocks. **(Rethink)** Student will use checklist to account for accuracy of clock placement. **(Rethink/Revise)** Teacher will use her checklist with student to check for accuracies/inaccuracies giving feedback on each clock. **(Revise/Refine)** ("where 1.3 and 1.5 interact")

(E) 1.5 (e.2) Formative Assessments: Pre-Assessment (only in Lesson 1); **Check for Understanding:** Ask questions **Timely Feedback:** Checklist **(Evaluate)**

(T) 1.6

Verbal-Linguistic: Student will send short email to her parents with names of specials and the times she has/had them on particular day.

Logical/mathematical: Student will identify correct clock out of an assortment to match with subject and will adhere to schedule with velcro.

Visual/Spatial: Student will match analog clock to digital representation on daily schedule.

Bodily/Kinesthetic: Student will pick up clock after placing velcro on the back and place it in the correct position on daily schedule, then sign the corresponding subject.

Musical/Rhythmic: Use short rhythmic poem "The clock says 12:00, it goes right here."

Intrapersonal

Interpersonal: In the morning, student will take completed daily schedule to teacher and explain what subjects she has that particular day.

Naturalist

(O) 1.7 Student will be able to use knowledge by designing daily schedule to determine where to go during the day. **(Apply)**, Product: small clocks to sections of the daily schedule, Number of Days: 5 days

Lesson 2

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 2.1 Students will understand that time can be represented in different ways to help us function in our lives with more efficiency, security and happiness. **(Where)** Numbers can be used to show me what day it is, what time it is and indicate what is coming next. **(Why)** Students will demonstrate the ability to use the skills and strategies of the writing process. **(What)**

(H) 2.2 Using "Pages" on the computer we will create a story about time that includes clocks. **(Hook)**

(E) 2.3 Students will know about time after designing and reading a book. **(Equip)** The graphic organizer will be a list of subjects from the daily schedule, each day, from which a story will be typed on the laptop. **(Explore)** Student and teacher will take turns typing text of book. **(Experience)**

(R) 2.4 Observe story in rough draft form. **(Rethink)** With checklist student will go back and make sure at least one subject for each day is included in the book. **(Rethink/Revise)** Teacher will review rough draft and give feedback on accuracy of days and subjects labeled with clocks. **(Revise/Refine)**

(E) 2.5 Checking for Understanding: Ask questions about the book when completed such as "what day do you have music?" and "What time do you have music on that day?" **Timely Feedback:** Checklist
(Evaluate)

(T) 2.6

Verbal-Linguistic: When completed, student will learn to sign story, or record herself reading story.

Logical/mathematical: Student will check master schedule to make sure information in text is correct.
(organization tools)

Visual/Spatial: Student will enhance text with hand drawn pictures.

Bodily/Kinesthetic: Student will take turns with the teacher typing text of story.

Musical/Rhythmic: Create text in rhyme "Anisa Anisa what do you see? I see music at 10:40 that's what will be." (something like that-very fond of rhyme)

Intrapersonal

Interpersonal: Student will read book to teacher.

Naturalist:

(O) 2.7 Student will be able to express time in standard expression when looking at the clock. **(Explain),**
Product: A story with clocks. Number of days: 14 days

Lesson 3

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 3.1 Time can be represented in different ways to help us function in our lives with more efficiency, security and happiness. **(Where)** Creating and watching a Powerpoint about my daily schedule and how this fits in with my family will help me feel happy and less confused/frustrated. **(Why)** Students will use the chronology of history and major eras to demonstrate the relationships of events and people. **(What)**

(H) 3.2 Creating a Powerpoint will be a new, exciting way to talk about the daily schedule and family.

(E) 3.3 Students will know about time after designing and watching a Powerpoint. **(Equip)** The Powerpoint itself will serve as a graphic organizer about the daily schedule and family. **(Explore)** Student and teacher will take turns typing and clicking to prepare Powerpoint. **(Experience)**

(R) 3.4 Observe Powerpoint in "social story" form. **(Rethink)** With checklist student will review Powerpoint. **(Rethink/Revise)** Teacher will review rough draft and give feedback on concise explanations of Powerpoint in "social story form. **(Revise/Refine)**

(E) 3.5 Check for Understanding: Ask questions about the Powerpoint. **Timely Feedback:** Checklist
(Evaluate)

(T) 3.6

Verbal-Linguistic: Student will send powerpoint to former teacher with a note (by email).

Logical/mathematical

Visual/Spatial: Student will incorporate photographs in powerpoint of student in certain locations where subjects take place.

Bodily/Kinesthetic: Student will arrange index cards indicating sequence used to prepare her daily schedule including getting ready for school in the morning and departure at the end of the day.

Musical/Rhythmic: Student will choose from 3 musical options background music to accompany her powerpoint.

Intrapersonal: Student will create at least 2 pieces of art work to describe slides in powerpoint.

Interpersonal: Student will share powerpoint with a friend, reading and manipulating frame changes.

Naturalist:

(O) 3.7 Student will be able to be aware of how she fits in to her daily schedule and family. **(Explain)**

Product: Powerpoint of slideshow about using a daily schedule and how this fits into her family. **Number of days:** 14 days.

Lesson 4

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 4.1 Students will understand that numbers are concepts that enable people to represent quantities, sequences, and rates. **(Where)** Creating a timeline will help me keep track of my family history and upcoming events. **(Why)** Students will use the chronology of history and major eras to demonstrate the relationships of events and people **(What)**

(H) 4.2 We get to use something new on the laptop called "dipity." (sound of this word and use of technology are the hooks) **(Hook)**

(E) 4.3 Students will know how to create, read and use a timeline. **(Equip)** The timeline itself will serve as the graphic organizer. **(Explore)** Student and teacher will take turns inputting data on the timeline. **(Experience)**

(R) 4.4 Observe timeline and accuracy of years. **(Rethink)** Compare digital timeline to handwritten timeline for accuracy of family milestones. **(Rethink/Revise)** Teacher will review timeline for accuracy and format. **(Revise/Refine)**

(E) 4.5 Check for Understanding: Ask questions about the timeline such as "Can you point to the date you were born on the timeline?" **Timely Feedback:** Checklist **(Evaluate)**

(T) 4.6

Verbal-Linguistic: Student will type names of family members with birth dates.

Logical/mathematical: Student will transfer written birth dates of family members onto timeline.

Visual/Spatial: Student will create a handwritten rough draft timeline with assistance from teacher.

Bodily/Kinesthetic: Student will keep the beat with her hand on table while reciting poem about

timeline.

Musical/Rhythmic: Student will create a poem about her timeline.

Intrapersonal

Interpersonal: Student will share timeline with teacher and explain it.

Naturalist: Student will transfer information from timeline to a family tree template.

(O) 4.7 Student will be able to document her family history on a timeline **(Interpret)** Product: A timeline made with "dipity." Number of days: 7 days

Lesson 5

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 5.1 Students will understand that knowing family history and events can make life more interesting and engaging. **(Where)** I can keep track of family history by writing it down and using a timeline. **(Why)** Students will use the chronology of history and major eras to demonstrate the relationships of events and people. **(What)**

(H) 5.2 The brochure will include pictures of your family! **(Hook)**

(E) 5.3 Students will know to create and use a brochure. **(Equip)** The brochure outline in paper form will serve as the graphic organizer. **(Explore)** Student and teacher will take turns inputting data on the brochure and embedding the timeline from dipity. **(Experience)**

(R) 5.4 Observe brochure and accuracy of information. **(Rethink)** Compare digital brochure to handwritten brochure for accuracy of information. **(Rethink/Revise)** Teacher will review brochure for accuracy and format. **(Revise/Refine)**

(E) 5.5 **Check for Understanding:** Ask questions about the brochure such as "Where is the timeline in this brochure?" **Timely Feedback:** Checklist **(Evaluate)**

(T) 5.6

Verbal-Linguistic: Student will type text to match family photos.

Logical/mathematical

Visual/Spatial: Student will create handwritten brochure with cut and paste photos.

Bodily/Kinesthetic: Student will write family members/birth dates on individual sticky notes and arrange in order as they will appear on timeline.

Musical/Rhythmic: Student will compose a song or poem about her brochure.

Intrapersonal

Interpersonal: Student will show brochure to teacher and explain it.

Naturalist: Student will include family tree in her brochure.

(O) 5.7 Student will be able to analyze personal timeline. **(Perspective)** Product: A brochure for family about family history (pages) with timeline (dipity) embedded. Number of days: 7 days.

Lesson 6

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 6.1 Students will understand that knowing family history and events can make life more interesting and engaging. (Where) I can show a friend how to keep track of her family history and upcoming events. (Why) Student will understand and apply concepts of data analysis. (What)

(H) 6.2 Now it is time to show a friend how to make a brochure about her family history. (Hook)

(E) 6.3 Student will know how to teach a friend how to create a family brochure. (Equip) The teaching outline/checklist will serve as the graphic organizer. (Explore) Student and teacher will take turns sharing the brochure with a friend and helping her learn to make one for her family. (Experience)

(R) 6.4 Observe friend's brochure for accuracy of information. (Rethink) Compare digital brochure to handwritten brochure (of friend) for accuracy of information. (Rethink/Revise) Teacher will review brochure for accuracy and format. (Revise/Refine)

(E) 6.5 **Check for Understanding:** Use checklist for teaching friend how to create a brochure/timeline. **Timely Feedback:** Checklist (Evaluate)

(T) 6.6

Verbal-Linguistic: Student will describe process used to create timeline on dipity.com. and a brochure on pages.

Logical/mathematical: Student will create a checklist for teaching friend how to make a timeline and brochure for her family.

Visual/Spatial: Student will demonstrate how to drag pictures into brochure, examine and rearrange as desired.

Bodily/Kinesthetic:

Musical/Rhythmic: Student will help friend change words to song to create a verse about friend's brochure.

Intrapersonal: Student will create art about timeline/brochure on the invitation to her friend

Interpersonal: Student will give an invitation to her friend inviting her to come each day for recess to learn how to create brochure.

Naturalist:

(O) 6.7 Students will be able to consider the timeline of a friend. (Empathy) Product: Show friend how to create her own timeline. Number of days: 7 days.

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